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ABSTRACT

To ascertain the educational, occupational and social aspirations, attitudes and motivation-structure of Iraqi adolescent girl students, a questionnaire was distributed to 137 randomly-selected students from 2 colleges at the University of Mosul. Respondents were predominantly urban-oriented, dormitory residents, unmarried, average in scholastic performance, and from families of medium/high education and of middle income; 37.23% aspired to doctoral levels, 21.17% to master's degrees, and 41.60% to baccalaureates. After completing baccalaureate studies, almost 51% wanted out-of-home jobs to serve country, 31.31% aspired to post-graduate studies, and 21% wanted to marry; 81% of the total sample desired permanent out-of-home work, whereas 3-5% aspired to work either temporarily, until marriage, or if family income status required; teaching (43.06%) and research (40.87%) were the most favored professions, with 8.76% desiring extension-oriented work. For social aspirations, 88.31% wanted to choose their own husband, whose most desirable traits would be good character, high education, good personality, and awareness of women's rights and equality; 53.28% wanted two children or fewer. Leading motivations for out-of-home job aspirations were to serve the country, have higher social recognition/status, and acquire new experiences. The major implication was that intensive efforts should encourage girls of rural areas/low economic status to enhance their aspirations. (AW/MH)

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STUDY OF ASPIRATIONS, ATTITUDES AND MOTIVATIONAL STRUCTURE OF ADOLESCENT GIRL STUDENTS OF IRAQ FOR OUT-OF-HOME JOBS

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INTRODUCTION:

Youths are the future pillars of a country. Their talents and energies are latent at this stage. If their mental and physical inertia are properly studied, analysed, understood and harnessed in an organised manner, can pay rich social, moral and economic dividend to the nation. Thus, psycho-analysis of personality in terms of aspiration, aptitude, attitude, interest, motivation etc of this segment of the population becomes important and necessary to channelise their potential with maximal utility for the speedier process of the development of the country. Beside this, youths can also be counselled and advised to enter into various vocational streams aligned with their psycho-social framework. Many behavioral scientists visualise that youths' response to socio-economic development programmes is a function of a set of personality variables. If a country fails to account for urges, aspirations etc of the youths in any conceptual framework of economic development, it invariably turns out to be unrealistic and non-pragmatic. Many research scientists such as Knupfer(1947), Kusum Nair(1961), Pareek & Chattopadhyay(1963), Reisman(1964), Singh & Castillo(1968), Rogers & Shoemaker(1969) and Sinha(1969) empirically tested and observed that aspirational structure had affected the performance of their subjects to a large extent.

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There were about 3748 thousands youths in Iraq, which constituted about 31 percent of the total population of the country as per census 1976. Out of these youths, approximately 49 per cent were women-youths. It has been observed that men-youths, on the whole join the national stream of life and play an active role in the nation-building process. But a large number of women-youths, due to age-old traditional conservatism, somehow remain passive to participate equally with the men. The liberation of women and her release from economic, social and legal bonds is one of the main aim of the Arab Ba'th Socialists Party. The party and the government have taken a number of constructive and sound steps to enable them to participate with equality and equal opportunity with men in the modernization and development of the country.

With this in mind, researchers thought it appropriate to undertake a study to ascertain as to how adolescent girl-students perceive themselves and the environment in terms of aspirations, attitudes, and motivation-structure for out-of-home job opportunities wherein they can work shoulder to shoulder with men. This was done with a view to assess as to what they want to be or become in future in order to contribute their physical capacity and intellectual ability in the development of Iraq. The main objectives of the research investigation were: to analyse the profile of the girl-students of the college; to study educational, vocational, social and overall aspirations of the respondents and to measure the attitudes and the motivational structure for working on out-of-home job opportunities. The findings, it is assumed, may provide an indication of aspirations of all the girl-students attending the colleges. Further, it is hoped, the results will help the

educational and manpower planners to get an insight of their attitudes, aspirations and motivations which may provide some concrete base to plan, create and sustain appropriate opportunities so that these women-youths may play an active role in making the country as one of the leading and progressive nations of the world.

THEORETICAL PERSPECTIVE:

The phenomenon of aspiration has been conceptualized as the desire or a want to become better and achieve higher standard of excellence in a given domain of life by an individual. Hoppe(1930) gave the notion of aspiration as the phenomenon of goal-setting in connection with one's future performance. Aspirations may be considered as the goals set by an individual for the future-acievement or what an individual wants to be or to become.

Similarly, the attitude is also another latent psychological variable posited in the human personality system. The concept of attitude has been perceived with a wide range of operational to the metatheoretical definitions. Allport(1954) took it as a mental and neural state of readiness organised through experience, exerting a dynamic influence upon the individual's response to all the related objects and situations. Prior to this, Campbell(1950) stated that an individual's social attitude is a syndrome of response consistency with regard to social objects. On the other hand, Anderson and Fishbein(1965) conceptualised the attitude as the evaluative dimension of a concept, based on the theoretical synthesis of Osgood et el(1957). However, the investigators found themselves in agreement with Triandis (1964) who operationalized the attitudes as evaluations, behavioral intentions and opinions in context of the present research study. The

concept of motive or motivation can be considered as similar to the attitudes. Motives are said to be the goals and hence are goal-specific whereas attitudes are perceived as object or situation-specific. Constant efforts are being made to theorize the concept of motivation, particularly, achievement motivation. An achievement motivation may be described as the personality orientation which lead the individual to strive for success. McClelland(1966) conceptualized it as a spontaneously expressed desire to do something well for its own sake, rather than to gain power, love, recognition and profit. The satisfaction of an individual lie in the achievement itself rather than any thing else.

RESEARCH METHODOLOGY:

The population of the study included all the girl-students of all the eight constituent colleges of the university of Mosul. The respondents were sampled out by using stratified random sampling technique. However, selection of colleges was done by using the concept of purposive sampling technique. The college of Agriculture & Forestry(hereafter referred as college 'A') and the college of Administration & Economics(hereafter referred as college 'B') were chosen out purposively due to the rapport of the investigators. From each of these colleges , a sample of 20 percent from each of the first, second, third, and fourth(strata) years girl-students of baccalaureate programme were drawn. The size of the sample touched a total of 137 which included 43 students from college 'A' and 94 from the college 'B'.

For collecting the relevant data, a questionnaire was developed, pre-tested and finalized. The data have been treated and processed with the help of mean, percentages, Gausset's t-test and non-parametric tests such as Wald-Wolfowitz, Mann-Whitney, Friedman x^2, and .

Spearman-Brown rank correlation tests. The responses to the set of motives given in the structured questionnaire have been analysed by assuming that each stimulus was judged in comparison with the group as a whole. Thus, the scale values for all the I3 stimuli have been derived by means of composite standard method as governed by the Thurstone's law of comparative judgement. Summing for all the rank-values I through I3, we calculated the total number of choices as under:

$$C_{j>cs} = \Sigma f_{ji} R_i - .5 N$$

The total number of comparisons implied for each stimulus was Nn, from which we computed:

$$P_{j>cs} = \Sigma f_{ji} R_i - .5N/Nn$$

The transformation of scale values to the corrected ones(R_c) was done by the equation $R_c = 6.335 R_j$ plus 0.86. It was done after finding out the normal deviates 'Z' corresponding to proportions 'P' of a dichotomized unit normal distribution.

FINDINGS AND DISCUSSION:

The major findings have been described and discussed under the following main headings:

I. Profile-structure of the respondents
2. Aspirational-structure
3. Attitudinal responses for out-of-home jobs
4. Motivational responses for out-of-home jobs

I. PROFILE-ANALYSIS OF THE RESPONDENTS:

In order to facilitate an appreciation of the findings related to aspirations, attitudes and motivational responses of the adolescent girl-students, it was deemed worthwhile to analyse their profile-structure. The data pertaining to bio-datic profile of

the respondents.have been presented in table I.The profile was studied in terms of family-background,residential-status in the college, marital-status,scholastic-performance,family-education and family-income status.It can be seen that the sample,on the whole,was predominently urban-oriented(97.81%),dormitorians(51.09%),unmarried(84.67%), of medium(65 to 75% marks)scholastic performance(79.56%)and coming from families having a set of medium and/or high education(about 35% each)and were from middle income(100 - 200 I.D.per month) group.Further,on giving a critical look,it was found that the respondents coming from college'A'significantly differed with the respondents of college'B'as far as college residential status(X^2= 41.67),family education(X^2=15.97),scholastic performance(X^2=9.77)and marital status (X^2=5.87)were concerned but with respect to their family background (X^2= 0.493)and family income(X^2=0.360),they were almost identical.

2.ASPIRATIONAL STRUCTURE OF THE RESPONDENTS:

Primarily,three kinds of aspirations viz. educational,vocational and social aspirations of the respondents have been studied.

(a)EDUCATIONAL ASPIRATIONS:

Educational aspirations have been measured in terms of level of education,an individual wanted to have or aspired as well as her willingness(readiness)to travel abroad for higher education. The responses have been given in table 2.On perusal of the data,it was found that about one third(37.23%)of the total respondents aspired to do doctoral level and about one fifth of the total sample(21.17%) had aspirations for master's degree.There were as many as 41.60 per

cent girls who aspired only upto baccalaureus level of education.From the above,it can be concluded that on the whole,educational aspirations of girls were neither low nor high.It was further,supported by the mean score which fluctuated around 2 out of a maximum score of three. On analysing the differences between the colleges,it was observed that college'A' had an edge with a mean aspirational score of 2.023 over college'B' having a mean score of I.925.This was further tested with the help of mann-whitney non-parametric test of 'Z'.The computed value of the test was -0.555.Thus, the null hypothesis that both the samples come from the same population having continuous distribution,was accepted as it lied outside the range I.96 to -I.96.When asked whether they have any wish to travel abroad for higher education,the responses revealed that about 79 percent of them aspired to travel abroad.Remaining 2I percent of the girls categorically replied in negative.However,it was interesting to see that the percentage of the respondents aspiring to travel abroad was higher in case of college'A'(83.72%) than the college'B'(76.60%).On the other hand,respondents indicating negative responses were larger in college'B'(23.40%)than in college'A' (I6.28%).Thus,it can be inferred,on the basis of percentage distribution,that the girls studying in college'A'showed higher level of educational aspirations than the girls of college'B'.On probing the respondents further about their aspirations immediately after completing the baccalaureus programme,their responses revealed that almost 5Iper cent of the girls aspired to join an out-of-home job to serve the country whereas almost one third of the total(34.3I%)aspired to continue post-graduate studies(Table 3).About 2I per cent of the total sample aspired to marry immediately after finishing their present studies.

There were about 11.00 percent of girl-students who aspired to travel abroad after the baccalaureus level of education.However,about 6 per cent of the respondents could not solidify their aspirations as they did not give any thinking on it.On comparing the responses of the girl-students of both the colleges,it was seen that there were close similarity,as indicated by the calculated value of'r' equivalent to 0.90 and the 't'value of 3.628,significant at five percent level of significance.

(b)VOCATIONAL ASPIRATIONS:

To a question,whether do they have any aspirations for out-of-home jobs, approximately 93 percent respondents gave an affirmative response whereas only about 7 percent indicated that they did not have any aspirations for out-of-home jobs,as shown in table 4.It was worth noting that there was almost similar pattern in the response-structure of girl-students of both the colleges.On exploring them further it was found that approximately 81 percent of the total sample aspired to work for out-of-home jobs on permanent basis whereas 3 to 5 percent each aspired to work only either temporarily or until marriage or if the family-income status necessitated.When asked as to what kind of out-of-home job opportunities would they aspire,their responses showed (table 5) that teaching(43.06%)and research(40.87%)were the most popular professions among them.However,there were 8.76 percent girls who aspired for extension-oriented professions.It was interesting to observe that research profession was the most aspired one by the students of college'A'whereas students of college'B'favoured teaching as the most aspired profession.

(c)SOCIAL ASPIRATIONS:

Social aspirations have been measured in terms of their aspirations for marriage and the number children they aspire to mother in their married life.To a question,as to what aspirations do they have for the way of selecting the husband,it was observed that as high as 88.3I percent of the respondents indicated to choose their husbands by personal choice whereas about I2 percent rev ealed that they aspire to accept the husbands as chosen by their parents(Table 6).On analysing inter-colleges differences,an almost similar pattern was visible in their response-structure.Further,when the respondents were enquired as to what traits they aspired to have in their husbands to be.They expressed a number of traits.The data pertaining to this have been summarised in table 7.The top four traits aspired by the girl-students were found to be:good character(54.0I%), cultured and highly educated(52.55%),good personality(45.98%)and recognize women' rights and equality(33.35%).No significant difference was observed in the responses of the girls of both the colleges.From the above findings,it was apparent that our girls of today are moving in the direction which can fulfil the dreams aspired by any progressive nation of the world.In other words,they are shedding the age-old traditional conservative image of the women and are in process of becoming an equal partner with the men in nation-building process.

Another question which was triggered to them for ascertaining the social aspirations was as to how many children they aspire to mother. The data ,as given in table 8,revealed that more than half of the total respondents (53.28%)aspired to have a small family having upto two children only whereas about 42 percent aspired to

have 3 to 4 children.There were only about 4.00 percent respondents who aspired to mother 5 to 6 children.Again from the above results,it can be concluded that majority of the future women favoured only a small family so that they can contribute their energy and mental abilities to make the nation strong.Inter-college responses revealed almost similar distribution,while compared with each other.

(d)ASPIRATIONAL STRUCTURE IN TOTALITY:

The data in table 9 reflected the picture of aspirational structure of the respondents in totality.The relative mean scores indicated that the girls studying in college'A'had higher level of educational (77.60),social (87.80)and overall (85.50)aspirations than the students of college'B'.However,vocational aspirations (91.00) of the girls of the college'B'was higher than their contemporaries in college'A'.On applying wald-wolfowitz runs test, the calculated value of 'Z'(2.29*) led the investigators to reject the null hypothesis at 5 percent level of significance only.Thus,it can be inferred that the respondents of the two colleges under reference differed from each other to some degree in their aspirations as a whole.

3.ATTITUDINAL STRUCTURE FOR OUT-OF-HOME JOBS:

Attitudes are predispositions of an individual which largely govern and determine their behavioral style in relation to some given stimulus.There-fore,it was considered vital to study these along with their aspirations for out-of-home jobs.Though the investigators have not used any prescriptory procedure for developing the instrument for measuring the attitudes,however,every care has been taken to maintain the reliability and the validity(content and concurrent)in the tool.The inferences about the attitudes have been made

by using the concept of Likert's summated rating method.The reliability of the instrument has been tested by correlating odd-even items of about 26 percent of the total respondents.The scores were analysed with Pearson's product-moment correlation technique.The calculated value was observed to be around 0.666,which indicated that the scale was satisfactorily reliable.As far as the validity was concerned,investigators have tested concurrent validity by correlating attitudinal scores with the aspirational scores of the respondents.For this also, a sub-sample of 36 students i.e.26 percent of the total were drawn randomly from the main sample.The validity coefficient was found to be .918,showing that the scale used in the study was valid to a high degree.

The attitudinal scores of the respondents, as given in table IO,revealed that on the whole,about 73 percent of the girl-students possessed favourable attitude towards out-of-home jobs.There were hardly one percent(0.73%)who had unfavourable attitudes.It was clear from the data that about 26 percent of the girls were non-committal. In other words,they may be considered as transitionals.Their attitudes were not crystallised either in favour or against the stimulus.These findings provided sufficient evidence of the modernized and liberated outlook among the future women of Iraq to participate actively in the process of building the nation.On analysing the responses further, it can be visualized that the students of the college'B'manifested more favourable attitudes with a mean score of 2.755,than the students of college'A',whose mean attitudinal score tended to be around 2.650 out of a maximum possible score of 3.00.But, statistically ,when the mean scores were tested with the help of non - ————(continued)

parametric Wilcoxon matched pairs signed rank test (Z=I.590)as well as Wald-Wolfowitz runs test(Z=-0.743),the calculated values led the investigators to accept the null hypothesis i.e.$U_1$is equal to U_2. Thus,the inference that girl-students of both the colleges revealed identical attitudes towards out-of-home jobs was conspicuous.

(4)MOTIVATIONAL STRUCTURE OF THE RESPONDENTS:

The motivational structure of the adolescent girl-students has been studied by eliciting their responses by asking them to rank a set of thirteen motives which they think as one of the pressing stimulus to work on out-of-home jobs in order of their motivational component.The data given in table II revealed the overall hierarchial status of each motives based on their rankings. It was observed that most of the girl-students were primarily motivated for out-of-home jobs with a view 'to serve the country(R_c=I2.275), followed by'to gain social recognition/status(R_c=I0.I2I)','to acquire new experiences(R_c=9.906)',and'to get an opportunity to work with the people(R_c=7.9I7)'.The responses further revealed that the motive of 'having an additional income(R_c=5.047)' or 'spending their leisure time(R_c=3.463)' were not the dominant motivators for them to work on the out-of-home jobs.On analysing the responses of the girls of both colleges(table I2) by using non-parametric Friedman's chi square test,it was found that there was significant differences in their response-structures for the motives associated for out-of home jobs. From this, it can be concluded that the women youths are eager to join the national stream on equal basis with their counterparts-the men youths.They have a desire to keep pace with them in contributing

their might in the socio-economic transformation of their own country. They are moving in the direction which can fulfil the dreams aspired by any progressive nation of the world. They are shedding the age-old traditional conserative outlook and are in process of becoming an equal partner with the men in nation-building process.

CONCLUSIONS AND IMPLICATIONS:

The major conclusions drawn from the findings of the present investigation can be summarized as under:

The profile structure of the respondents was predominantly urban-oriented, dormitorians, unmarried, of medium scholastic performance, medium or high family education and of middle income group. The educational aspirations of only one third of the total respondents were high whereas about 42 percent showed low educational aspirations for higher studies. Aspirations for out-of-home jobs were dominant as about 93 percent gave an affirmative answer for these. As far as social aspirations were concerned, about 88 percent women-youths wanted to choose their husbands themselves. The traits aspired in their husbands, as revealed by them were: good character, well cultured and highly educated, good personality and recognition to women's rights and equality by them. Further, more than half of the total respondents (53.28%) aspired to have a small family whereas there were only four percent of the girls who aspired to mother 5 to 6 children. The aspirational structure of the respondents in totality revealed that the girls studying in college 'A' had higher levels of educational, social and overall aspirations than the girl-students of college 'B'. However, vocational aspiration of the girls of college 'B' was higher than

their contemporaries in college'A'.The motivational structure of the respondents for out-of-home jobs indicated that the top three motives were:to serve the country,to have higher social recognition/status and to acquire new experiences.On analysing the responses of the students of both the colleges , significant differences were observed in their response-structures.

The major implications of the investigation require intensive efforts to provide encouragement to the girls of rural areas as well as of low economic strata to enhance their educational status and capability.They should be further motivated to avail more opportunities for higher studies in almost all the spheres of academic life and professions.In addition to this,equal opportunities may be created in all domains of national development so that greater number of women youths may come forward to contribute their physical and mental energies in all walks of country's life.This will help the nation to be technological sound,economically strong,culturally progressive, and socially active.This can be achieved only if we create sufficient social,economic and psychological infra-structure to enhance their educational,social and vocational aspirations,induce favourable attitudes and properly motivate them to shed their age-old traditional image of"Frailty:Thy name is women".

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TABLE I: BIO-DATIC PROFILE STRUCTURE OF THE RESPONDENTS

S.NO.	DIMENSIONS	COLLEGE 'A' n = 43		COLLEGE 'B' n = 94		TOTAL n = 137	
		f	%	f	%	f	%
I.	FAMILY BACKGROUND						
	a. Rural	2	4.65	I	I.07	3	2.I9
	b. Urban	4I	95.35	93	98.93	I34	97.8I
2.	RESIDENCE STATUS						
	a. Dormitorian	40	93.02	30	3I.9I	70	5I.09
	b. Day-Scholar	3	6.98	64	68.09	67	48.9I
3.	MARITAL STATUS						
	a. Married	-	-	6	6.38	6	4.38
	b. Engaged	2	4.65	I3	I3.83	I5	I0.95
	c. Unmarried	4I	95.35	75	79.79	II6	84.67
4.	SCHOLASTIC PERFORMANCE						
	a. 50--64%(Low)	2	4.65	2I	22.34	23	I6.79
	b. 65 - 79%(Medium)	4I	95.35	68	72.34	I09	79.56
	c. 80 - 89%(High)	-	-	5	5.32	5	3.65
5.	FAMILY EDUCATION STATUS						
	a. Low(0 -2)	3	6.98	37	39.36	40	29.20
	b. Medium(2 - 4)	I8	4I.86	3I	32.98	49	35.76
	c. High(4 - 6)	22	5I.I6	26	27.66	48	35.04
6.	MONTHLY FAMILY INCOME STATUS						
	a. Upto I00 I.D.	6	I3.95	I2	I2.76	I8	I3.I4
	b. I00 - 200 I.D.	3I	72.I0	65	69.I5	96	70.07
	c. More than 200 I.D.	6	I3.95	I7	I8.09	23	I6.79

CHI SQUARE VALUES:

I. Family Background	0.493 N.S.
2. Residence Status	4I.670**
3. Marital Status	5.870*
4. Scholastic Performance	9.770**
5. Family Education Status	I5.970**
6. Monthly Family Income Status	0.360 N.S.

TABLE 2: EDUCATIONAL ASPIRATIONS OF THE GIRL-STUDENTS

S.NO.	PARTICULARS	COLLEGE 'A' n = 43 f	COLLEGE 'A' n = 43 %	COLLEGE 'B' n = 94 f	COLLEGE 'B' n = 94 %	TOTAL n = 137 f	TOTAL n = 137 %
I.	ASPIRED LEVEL OF EDUCATION						
	a. Baccalaureus Degree	17	39.53	40	42.55	57	41.60
	b. Master Degree	8	18.61	21	22.34	29	21.17
	c. Doctoral Degree	18	41.86	33	35.11	51	37.23
	MEAN SCORE	2.023		1.925		1.956	
2.	WILLINGNESS TO TRAVEL ABROAD FOR HIGHER EDUCATION						
	a. Yes	36	83.72	72	76.60	108	78.83
	b. No	7	16.28	22	23.40	29	21.17
	MANN WHITNEY 'Z' = -0.555 N.S.						

TABLE 3: ASPIRATIONS IMMEDIATELY AFTER COMPLETING PRESENT LEVEL OF EDUCATION

S.NO.	PARTICULARS	COLLEGE 'A' n = 43 f	COLLEGE 'A' n = 43 %	COLLEGE 'B' n = 94 f	COLLEGE 'B' n = 94 %	TOTAL n = 137 f	TOTAL n = 137 %
1.	To travel abroad	8	18.60	7	7.44	15	10.95
2.	To marry	22	27.90	18	19.15	30	21.90
3.	To continue higher studies in country	10	23.25	37	39.36	47	34.31
4.	To join out-of-home jobs	19	44.18	51	54.25	70	51.09
5.	Did not think so far	4	9.30	4	4.25	8	5.84
	'r' = 0.900*			't' = 3.628*			

TABLE 4: VOCATIONAL ASPIRATIONS FOR OUT-OF-HOME JOBS

S.NO.	PARTICULARS	COLLEGE 'A' f	COLLEGE 'A' %	COLLEGE 'B' F	COLLEGE 'B' %	TOTAL f	TOTAL %
	ASPIRE TO WORK						
I.	YES	4I	95.35	86	9I.48	I27	92.70
	a) To work temporarily	3	6.97	4	4.25	7	5.II
	b) To work permanently	34	79.07	77	8I.9I	III	8I.02
	c) To work until marriage	3	6.97	2	2.I2	5	3.65
	d) To work only if the family income is limited	I	2.32	3	3.I9	4	2.92
2.	NO ASPIRATION	2	4.65	8	8.52	IO	7.30
	MANN WHITNEY 'Z' = -0.3I4 N.S.						

TABLE 5: VOCATIONAL ASPIRATIONS FOR THE TYPE OF ACADEMIC PROFESSION

S.NO.	PARTICULARS	COLLEGE 'A' n = 43 f	COLLEGE 'A' n = 43 %	COLLEGE 'B' n = 94 f	COLLEGE 'B' n = 94 %	TOTAL n = I37 f	TOTAL n = I37 %
I.	Teaching	9	20.93	50	53.I9	59	43.06
2.	Research	26	60.46	30	3I.9I	56	40.87
3.	Extension	6	I3.95	6	6.38	I2	8.76
4.	None	2	4.65	8	8.5I	I0	7.30

TABLE 6: SOCIAL ASPIRATIONS--ASPIRATIONS OF THE RESPONDENTS FOR THE WAY OF CHOOSING THEIR HUSBANDS

S.NO.	ASPIRE TO MARRY BY	COLLEGE 'A' n = 43		COLLEGE 'B' n = 94		TOTAL n = 137	
		f	%	f	%	f	%
I.	Personal choice	37	86.05	84	89.36	121	88.31
2.	Parents choice	6	13.95	10	10.64	16	11.69

TABLE 7: ASPIRATIONS FOR THE TRAITS DESIRED IN THEIR WOULD BE HUSBANDS

S.NO.	TRAITS	COLLEGE 'A' n = 43		COLLEGE 'B' n = 94		TOTAL n = 137	
		f	%	f	%	f	%
I.	HAS RESPECTABLE SOCIAL STATUS	10	23.25	15	15.96	25	18.24
2.	SUITABLE INCOME	2	4.65	12	12.76	14	10.22
3.	HANDSOME	12	27.90	18	19.15	30	21.90
4.	RELIGIOUS	1	2.32	6	6.38	7	5.11
5.	RECOGNITION OF WOMEN' RIGHTS & EQUALITY	11	25.58	21	22.34	32	38.35
6.	GOOD PERSONALITY	22	51.16	41	43.61	63	45.98
7.	HIGHLY CULTURED & WELL EDUCATED	26	60.47	46	48.93	72	52.55
8.	GOOD CHARACTERS	20	46.50	54	57.45	74	54.01

TABLE 8: ASPIRATIONS FOR THE NUMBER OF CHILDREN

S.NO.	NO. OF CHILDREN	COLLEGE 'A' n = 43		COLLEGE 'B' n = 94		TOTAL n = 137	
		f	%	f	%	f	%
I.	Upto 2 only	25	58.14	48	51.06	73	53.28
2.	3 -- 4	16	37.21	42	44.68	58	42.33
3.	5 -- 6	2	4.65	4	4.26	6	4.39

TABLE 9: ASPIRATIONAL STRUCTURE IN TOTALITY OF THE ADOLESCENT GIRL-STUDENTS OF IRAQ

S.NO.	PARTICULARS	RANGE	MEAN SCORE	RELATIVE MEAN SCORE	STANDARD DEVIATION	COEFFICIENT OF VARIATION
I.	VOCATIONAL	0 - 4				
	a) College 'A'		2.90	72.50	I.050	6I.76
	b) College 'B'		3.64	9I.00	0.378	I9,80
2.	SOCIAL	0 - 5				
	a) College 'A'		4.39	87.80	0.870	4I.63
	b) College 'B'		4.37	87.40	0.620	29.66
3.	EDUCATIONAL	0 - 5				
	a) College 'A'		3.88	77.60	I.00I	50.8I
	b) College 'B'		3.70	74.00	I.I60	60.42
4.	OVERALL	0 - I4				
	a) College 'A'		II.97	85.50	I.2I0	34.97
	b) College 'B'		II.70	83.57	I.I50	33.62

WALD - WOLFOWITZ 'Z' = 2.290*

TABLE IO: DISTRIBUTION OF RESPONDENTS ON THE BASIS OF THEIR ATTITUDES TOWARDS OUT-OF-HOME JOBS

S.NO.	NATURE OF ATTITUDES	COLLEGE 'A' f	COLLEGE 'A' %	COLLEGE 'B' f	COLLEGE 'B' %	TOTAL f	TOTAL %
I.	FAVOURABLE	28	65.I2	72	76.70	I00	72.99
2.	NON - COMMITTAL	I5	34.88	2I	22.34	36	26.28
3.	UNFAVOURABLE	-	-	I	0.86	I	0.73
	TOTAL	43	I00.00	94	I00.00	I37	I00.00
	TOTAL SCORE	II4		259		373	
	MEAN SCORE	2.650		2.755		2.720	

Wilcoxon Matched Pair Signed Rank 'Z' = I.59 N.S.
Wald - Wolfowitz Runs 'Z' = -0.743 N.S.

TABLE II: DERIVATION OF SCALE VALUES FOR THE SET OF MOTIVES RANKED BY THE RESPONDENTS BY USING COMPOSITE STANDARD METHOD

MOTIVES	$\sum f_{ji}$	.5N	$C_{j>cs}$	$P_{j>cs}$	$Z_{j>cs}$	R_j	R_c	Rank
A	I505	68.5	I436.5	.806	.867	I.802	I2.275	I
B	86C	68.5	79i.5	.444	- .I4I	.794	5.889	IX
C	I3I7	68.5	I248.5	.70I	.527	I.462	I0.I2I	II
D	I070	68.5	I00I.5	.562	.I56	I.09I	7.77I	V
E	I297	68.5	I228.5	.689	.493	I.428	9.906	III
F	768	68.5	699.5	.392	- .274	.66I	5.047	XI
G	I087	68.5	I0I8.5	.57I	.I79	I.II4	7.9I7	IV
H	994	68.5	925.5	.5I9	.048	.983	7.087	VI
I	926	68.5	857.5	.48I	- .048	.887	6.479	VII
J	825	68.5	756.5	.424	- .I92	.743	5.566	X
K	869	68.5	800.5	.449	- .I28	.807	5.972	VIII
L	603	68.5	534.5	.300	- .524	.4II	3.463	XII
M	38I	68.5	3I2.5	.I75	- .935	.000	0.860	XIII

$$R_c = 6.335R_j - .860$$

TABLE I2 : CORRECTED SCALE VALUES FOR THE MOTIVES FOR OUT-OF-HOME JOBS

S.NO.	MOTIVES	COLLEGE'A'		COLLEGE'B'	
		R_c	Rank	R_c	Rank
A.	To serve the country	I0.305	I	I3.244	I
B.	To gain self-confidence	4.2I7	9	6.7I9	9
C.	To get social recognition	8.785	2	I0.786	2
D.	To gain economic independence	6.466	5	8.423	4
E.	To acquire new experiences	8.696	3	I0.533	3
F.	To have additional income	3.856	I0	5.649	II
G.	To get an opportunity to work with the people	7.I95	4	8.309	5
H.	To have better living conditions	5.256	7	7.9I0	6
I.	To have prestige in the society	5.2I2	8	7.I82	7
J.	To utilize their intelligence ability for the country	5.35I	6	5.7I8	I0
K.	To achieve financial security	3.470	II	7.I50	8
L.	To spend leisure time	2.538	I2	3.9I9	I2
M.	To work only if there is no other person in the family to earn	0.860	I3	0.860	I3

FRIEDMAN'S CHI SQUARE = II.07 **